

OPPORTUNITIES FOR THE PREPARATION
OF TEACHERS OF EXCEPTIONAL
CHILDREN

Elise H. Martens

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Opportunities for the Preparation of Teachers of Exceptional Children



By

ELISE H. MARTENS

*Senior Specialist in the Education of Exceptional Children
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STATES DEPARTMENT OF THE INTERIOR Ray Lyman Wilbur, Secretary
OF EDUCATION William John Cooper, Commissioner

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., March, 1932.

SIR: The White House Conference on Child Health and Protection afforded a strong stimulus to work for atypical children, many of whom are suffering neglect under our present somewhat standardized system of schools. The number of school systems in this country in which attention is given to the education of children conspicuously deviating from the normal is increasing from year to year. As a result, teacher-training institutions have developed courses designed to prepare teachers for specialized work of this type.

The attached manuscript gives information regarding the opportunities that are now available to those who wish to prepare themselves to teach the various types of exceptional children. I recommend that it be printed as a bulletin of this office.

Respectfully,

WM. JOHN COOPER,
Commissioner.

THE SECRETARY OF THE INTERIOR.

OPPORTUNITIES FOR THE PREPARATION OF TEACHERS OF EXCEPTIONAL CHILDREN

Section I

INTRODUCTORY DISCUSSION

1. NEED AND PRESENT STATUS OF TEACHER PREPARATION

How can I prepare myself to become a teacher of the deaf—or the blind—or the crippled—or the speech defective—or the mentally deficient—or the mentally gifted—or the emotionally unstable? This is a question which is being asked more frequently each year as the importance of specialized types of preparation for teaching exceptional¹ children is impressing itself upon the consciousness of the educational profession.

Special education of children whose needs are not met in the regular classroom is no longer an experiment. State and city school officials in increasing numbers are recognizing the importance of making exceptional provision for exceptional children. The result has been a steady growth in the organization of special schools and classes and in the number of children so assigned. With the incentive that has come from recent nation-wide movements, such as the White House Conference on Child Health and Protection, the field of special education has become one of the major movements in modern educational thought, and promises to offer an ever-widening opportunity to those whose desire for service lies in that direction.²

Even now the teaching of exceptional children is challenging the attention of young people entering upon their training course as well as experienced teachers who have found that it is in keeping with their major interest. But where shall they go? What courses shall they take? How can they best fit themselves for the work? The average person can not enter the field and do efficient work on the basis of a general preparatory course received in a normal school or teachers college. Such a person would find it impossible to meet

¹ "Exceptional" children as used in this study include eight major types, as follows: The deaf or hard of hearing; the blind or partially seeing; the crippled; the malnourished, tuberculous, and other delicate children; the speech defective; the mentally gifted; the mentally defective; and children presenting behavior problems.

² For statistical data regarding the present status of special education, see the following bulletins:

Heck, Arch O. *Special Schools and Classes in Cities of 10,000 Population and More in the United States.* (U. S. Office of Education Bulletin, 1930, No. 7.)

Kunzig, Robert W. *Public-school Education of Atypical Children.* (U. S. Office of Education Bulletin, 1931, No. 10.)

the problems of special methods encountered in the education of the deaf or the blind and would inevitably hew too close to the line of traditional training in his work with the mentally subnormal or the gifted. *What these children need first of all is to be understood.* No teacher can adjust either curriculum or methods to the existing needs *without knowing first the child.* He must understand the nature of subnormality or genius, the psychology of blindness or deafness or speech defect; the mental hygiene of behavior disorders; the mental background of a child who has a crippled body or other serious physical defect. He must know the possibilities and the limitations inherent in these conditions, and he must have expert knowledge of the specialized methodology which will capitalize capacities and minimize limitations.

That well-prepared teachers in this field have been few and scattered has been amply demonstrated by the investigations of the White House Conference. The following paragraphs are taken from the initial publication of that body:³

One stumbling block in the way of improvement and extension of special education is the lack of adequately trained special-class teachers. The average yearly totals of special-class teachers trained during the past five years are: 189 teachers for the mentally deficient, 81 for the auditorially defective, 44 for the visually defective, 16 for the speech defective, and 16 for the orthopedic.

A study of the work offered in special education by teacher-training institutions during the past five years indicates that more than half of the students preparing to teach mentally retarded children have pursued only *a six weeks' training course.* (Italics are ours.) The majority of the teachers of the orally defective are being given one year of special training, and by far the larger proportion of these are being trained in private schools or in State residential schools for the deaf. Most of the training of teachers of children with defective vision is being done in various colleges and universities, under the auspices of the National Society for the Prevention of Blindness, in intensive six weeks' courses during the summer sessions. Very little has as yet been done in the training of teachers for orthopedic classes. Only two institutions report work in this field; one, a university offering 8 semester hours, the other, a teachers college giving one year of training. Little more is being done in the training of speech correction. It is evident that teacher-training facilities must be expanded and the period of training lengthened, if special education is to be improved and extended.

These statements do not imply that every teacher-preparing institution in the country should forthwith add to its curriculum specialized courses in psychology and methods for exceptional children of various types. Such a procedure would seem both inefficient and wasteful. Moreover, it would result in a superficial service rendered in a number of institutions within a State when the greatest need is for intensive training centers. The present trend

³ See White House Conference, 1930, p. 238. (New York, Century Book Co.)

of development is happily in the latter direction. Specific institutions, named by State authority as official training centers for special education, are given both the opportunity and the responsibility for organizing and developing the curriculum which will contribute the maximum service. This arrangement does not eliminate the possibility of including more generalized courses or a more limited selection of courses at other institutions in which there is demand for them, but it does tend to centralize the most comprehensive facilities for intensive preparation and to make available expert service in planning and presenting the courses involved. Such a unit of courses, in its highest stage of development, includes consideration of psychological, methodological, and administrative problems. It also provides, as an integral part of the preparation, a period of observation and practice teaching in special classes.

Few of our teacher-preparing institutions have reached this high-water mark in training teachers of one or more types of exceptional children, combining *theory, psychology, method, organization and administration, and practice*. All told, they are scarcely more than a score in number. Thus there is much room for expansion as well as for careful planning on the part of educational leaders of the State to determine which institutions should give such intensive training and of what the training should consist. But, even in the absence of superior provisions, we must recognize those less pretentious efforts made by a number of schools to give their prospective teachers at least a partial preparation in the field, with the hope that a stronger organization of facilities will be developed, as increasing emphasis is placed upon proper and adequate educational provisions for those children who deviate from the norm to a conspicuous degree in physical or mental traits.

2. PURPOSE, TECHNIQUE, AND GENERAL FINDINGS OF PRESENT STUDY

The major purpose of this publication is to give to the inquirer a basis for answering the question which marks its opening paragraph; in other words, to supply to teachers or prospective teachers who are interested in preparing themselves to teach exceptional children the requisite information regarding the availability of the more comprehensive types of training. In 1929 a somewhat similar study was published by the International Council for the Education of Exceptional Children, and recently there appeared in one of the reports of the White House Conference a section dealing with the problems of the education of teachers.⁴ Neither of these studies,

⁴ See *Special Education: The Handicapped and the Gifted*. New York. The Century Co., 1931 (pp. 553-79).

however, has approached the subject in the same way as the present investigation.⁵

The present analysis was made on the basis of a questionnaire, supplemented by a study of college and university catalogues. Wherever possible, the catalogue for the academic year 1931-32 was consulted, but in some cases the bulletin for the year 1930-31 was the most recent one available at the time of compilation of data. Summer-session announcements for the year 1931 were also considered. A questionnaire was sent to every teacher-preparing institution in the country; to State schools for the blind, the deaf, the feeble-minded, and the delinquent, and to private schools for various types of exceptional children. Replies to the questionnaire were received from more than 600 institutions.

The information concerning State and private schools which issue no printed announcement of courses was secured directly from the institutions. Only a limited number of such schools report training facilities, and even in these the number of students taking the work is usually small. The training given is, of course, highly specialized, dealing exclusively with the essential factors involved in the education of the handicapped child of the particular type with which the institution deals.

The questionnaire returns indicated five different lines of procedure relative to the problem. These are as follows:

(1) *Omission of all curricular provision of the type under discussion*, with a frank statement to that effect.

(2) *An attempt to make the content material of all courses in education and psychology include consideration of exceptional children*.—Obviously this can only graze the surface, but it does represent a recognition of the need of making some provision.

(3) *The offering of one or more single courses of general nature, covering the problems of all or most types of exceptional children*; such as: The psychology of exceptional children; the education of exceptional children; or a combination of the two. By reference to the bulletins giving descriptions of courses, it was found that in such cases the term "exceptional children" usually refers either to all groups of physically and mentally handicapped children, or to mental deviates only, including both the subnormal and the gifted. These courses may well be considered of general introductory or orienting nature, and constitute at least a beginning of real training in the field. For those who are entering the regular classroom, with only an occasional contact with the exceptional child, they offer a

⁵ Since this bulletin went to the printer another published study in the field has appeared, as follows: Louis M. Schleier, *Problems in the Training of Certain Special-class Teachers*. New York, Bureau of Publications, Teachers college, Columbia university, 1931. (Contributions to education, no. 475.)

valuable foundation upon which to build any later specialized study. If they furnish the necessary information as to how or where to secure help in handling a special problem of mental deficiency, or a behavior difficulty, or a speech defect, or any one of the other exceptional conditions among children which every teacher encounters from time to time in even the regular classroom, then they probably fill the immediate need of the teacher of "normal" children.

(4) *The organization of a group or unit of related courses in a given specialized field.*—This procedure is frequently followed in summer sessions, when such courses are presented as specialties for one or more years. The education of the deaf, for example, was one of the outstanding offerings at Johns Hopkins University during the summer of 1931. Speech correction was featured at the summer session (1931) of the University of California. Behavior problems and visiting-teacher work have been included in the summer sessions of several universities for a number of years. Courses in sight conservation have been conducted at various institutions under the auspices of the National Society for the Prevention of Blindness. Similar offerings may be found in some institutions during the regular school year. This practice encourages intensive training in one field for those who wish to take it, and it is certainly preferable to a superficial consideration of several fields in scattered courses.

(5) *A comprehensive organization in both regular and summer sessions of several groups or units of related courses*, designed to prepare a student to teach in any one of several specialized fields. These courses may or may not operate within a separate department or division of the school of education of the institution, although there is a tendency to proceed in that direction. At Ohio State University, for example, there has been organized a bureau of special education, which is responsible for all offerings in that field; Milwaukee State Teachers College has a division of education of exceptional children; the Michigan State Normal College at Ypsilanti has long been a pioneer in the movement and has a well-established department of special education. These, and others like them, which will be mentioned in the following pages, are among the institutions in which the work of preparing teachers of exceptional children is advancing upon a solid foundation; for we have here a program of work which can develop steadily from year to year, growing in service and efficiency because it is built upon experience—growing in recognition, too, because it is a continuous project of comprehensive scope. To such institutions as these school administrators are likely to turn when they are looking for teachers of exceptional children, for they know that there, if anywhere, the preparation has been covered in a systematic and thorough fashion.

Again it must be emphasized, however, that it is neither necessary nor desirable that every teacher-preparing institution should have an organization of this nature. The first great task of normal schools and teachers colleges is to send out teachers who are ably prepared to work with that large majority of children who are "just normal." We dare not lose our perspective in this great responsibility of teacher preparation. The teacher who knows how to handle individual differences within broad normal limits, and who in addition to that ability secures a general insight into the nature and needs of the occasional exceptional child who comes within her class, can meet most classroom situations of the average type. It is when she is called upon—or when she prefers—to take over a special class made up entirely of children who are exceptional in one way or another that she needs to know where to turn for the specialized training that is essential.

3. BASIS OF SELECTION AND PRESENTATION OF DATA

The compilation of information presented in the following pages *does not represent an attempt to make an exhaustive report on all institutions offering at least one course in the education of exceptional children.* If that were true, a large number of institutions not now included would find a place on the list. The aim has been rather to select those institutions which seem to offer some positive contribution in the field as indicated by a definite—though in some cases a limited—*unit of training.* Even a small unit of courses may offer possibilities to the teacher who wishes to begin his study within his own State, supplementing it by work elsewhere in order to complete an effective preparation. It will be found that some States are not represented at all. This is due to the fact that there were found in such States no institutions from which information was available fulfilling the conditions set up for the study.

"Extension" or "in-service" courses are not included. There is a vast number of such offerings designed primarily for teachers who are already employed in the vicinity of the institution giving them and who would, therefore, have full access to information regarding the available facilities for study. In this publication we are chiefly concerned with assisting those individuals who are planning a complete course of teacher preparation or a supplementary course in resident study.

Every student who searches through college and university catalogues in order to make an analysis of course offerings finds a lack of standardization in terminology and classification which makes impossible absolute accuracy in a comparative analysis of procedures followed in different parts of the country or even in different insti-

tutions. Each college or university is governed in essential aspects by the standards of its own regional conference or by State requirements, but in the details of making its program it is governed more by the exigencies of the situation in which it finds itself. It is important, therefore, to call attention to several points which should be borne in mind in the interpretation of the data given:

(a) *The difference in nomenclature was one of the most obvious difficulties encountered.*—It was found that the same course title might refer to any one of several types of subject matter, and different titles might indicate the same content. Recourse to the college catalogue for a description of the course helped to clarify ambiguity in many cases. "Clinical psychology," for example, in one institution is a lecture course on mental deficiency. In another it is a course in the administration and interpretation of mental tests. Again, in still another institution, it is a general course on the case method. Similar disparities occur with other courses, as well as in the department under which a course is listed. "Mental hygiene" may be a course in education, or psychology, or health, or economics, or sociology, according to varying conceptions and emphases placed upon it. It is in a few cases even associated with abnormal psychology—a practice which seems to obscure its real purpose as a course in the science of mental health. Abnormal psychology is usually associated with those gross aberrations of mental life which set the individual apart as a patient to be treated. The ideal of mental hygiene, on the other hand, is constructive and preventive as well as remedial. To build from early childhood a well-integrated personality which may never suffer from any serious mental disturbance is one of its major objectives; and this is something quite distinct from abnormal psychology.

(b) *Only those courses are listed which, regardless of title or of the department in which they are offered, deal specifically with the education or psychology of any one of the eight major types of exceptional children.*—Courses treating of the general use of tests and measurements or of the principles of abnormal psychology of adults are thus eliminated. While these courses are important in any well-rounded preparation, they do not constitute specialized training in the field of exceptional children. "Clinical psychology" is also eliminated if the description of the course indicated that it comprised only or chiefly a training in the administration of mental tests. If, however, it seemed to include the complete case study of problem children, it became by virtue of this fact one of the courses with which this study is primarily concerned. So also courses in the mental hygiene of childhood are included because they deal so intimately with behavior problems of school children both from a pre-

ventive and a remedial point of view. In all this selection of courses it is assumed that, if the more highly specialized courses are offered, the less specialized courses in psychology and measurement may be expected, and hence need not be given special mention.

(c) *The courses listed are presented according to a tenfold classification.*—Each institution included in the directory offers a unit of courses in one or more of these classes, which are as follows: (1) General courses in the education and psychology of exceptional children; courses in (2) the education of subnormal children; (3) the education of gifted children; (4) mental hygiene and behavior problems; (5) clinical psychology; (6) the education of sight defectives;⁶ (7) the education of the deaf or hard of hearing; (8) speech correction; (9) the education of crippled children; and (10) the education of tuberculous and other delicate children.

(d) *It follows from the basis of selection used that the courses listed are drawn from those offered by the departments of education, psychology, sociology, physical education, speech, or any other which maintains a course for the preparation of teachers.*—Teacher-training courses are at present by no means concentrated in the department of education, though in some institutions there has been a well-defined effort to bring this about. A course in the correction of speech defects, for example, is quite as often administered by a separate department of speech, or by a department of public speaking as by the department of education. The teaching of crippled children is in one institution concentrated in the physical-education department; in another institution all courses dealing with the teaching of physical education in public schools are an integral part of the education department. No departmental limitation, therefore, could be placed upon the inclusion of courses if they satisfied the criterion of contributing to one of the 10 groups listed above.

(e) *The offerings herein listed should be checked for any given year.*—Colleges and universities change their offerings from one year to the next by elimination, substitution, or addition. Particularly is this true of summer sessions, which may feature one or more courses for a specific year only. In the directory which follows it may be assumed that the courses listed were announced either for 1931-32 or 1930-31, or for both. There is no sure guarantee, however, that individual courses announced for a specific year will actually be given during that year. The right is reserved by all institutions to cancel a course for which there is insufficient enrollment. All these conditions of possible change and uncertainty make it essential that the prospective student confirm the information furnished in these pages

⁶ The term "sight defectives" includes (1) the blind; (2) the partially seeing.

by communicating directly with the institution itself. Additional data regarding details of credit, length of course, and prerequisites should be secured in like manner.

Section II

Location of Offerings, Classified by Types of Courses¹

State and institution	Courses offered for teachers of exceptional children									
	Exceptional children (general)	Subnormal children	Gifted children	Behavior problems and mental hygiene	Clinical psychology	Sight defects	Deaf and hard-of-hearing	Speech correction	Crippled children	Delicate children
1	2	3	4	5	6	7	8	9	10	11
ALABAMA										
University of Alabama.....	×	×		×	×					
CALIFORNIA										
Stanford University.....	×	×		×	×					
State Teachers College, San Francisco ¹	×	×		×	×	×	×	×	×	
University of California, Berkeley.....	×	×		×	×			×		
University of California, Los Angeles.....	×			×		×		×		
University of Southern California, Los Angeles.....	×			×		×		×		
COLORADO										
State Teachers College, Greeley.....	×	×		×	×			×		
University of Colorado.....		×	×	×						
CONNECTICUT										
Yale University.....	×	×		×						
DISTRICT OF COLUMBIA										
Gallaudet College.....							×			
GEORGIA										
University of Georgia.....	×			×	×					
HAWAII										
Territorial Normal and Training School.....	×			×				×		
ILLINOIS										
Northwestern University.....	×			×				×		
University of Chicago.....		×		×	×	×				
INDIANA										
State School for the Deaf.....							×			
IOWA										
University of Iowa.....	×			×	×			×	×	
KANSAS										
State School for the Blind.....						×				
State Teachers College, Emporia.....	×							×		
University of Kansas.....	×			×	×		×	×		

¹ For method of compiling this list, see pp. 6-8. For more specific information regarding courses offered, see Section III of this bulletin.

² The program of this college, as here outlined and as given in the catalogue of courses, is in the process of development, not yet actually realized. President Roberts has authorized the statement that within 3 years the program will be well under way.

Location of Offerings, Classified by Types of Courses—Continued

State and institution	Courses offered for teachers of exceptional children									
	Exceptional children (general)	Subnormal children	Gifted children	Behavior problems and mental hygiene	Clinical psychology	Sight defectives	Deaf and hard-of-hearing	Speech correction	Crippled children	Delicate children
1	2	3	4	5	6	7	8	9	10	11
LOUISIANA										
Tulane University.....				X		X				
MARYLAND										
Johns Hopkins University.....	X	X			X		X	X		
State School for the Deaf.....							X			
MASSACHUSETTS										
Boston University.....		X		X						
Clarke School for the Deaf.....							X			
Harvard University.....	X	X			X	X	X			
Müller-Walle School for Lip Reading.....							X			
Perkins Institution and Massachusetts School for the Blind.....						X				
State Normal School, Salem.....		X								
State Normal School, Hyannis.....		X								
MICHIGAN										
Detroit Teachers College.....	X	X		X						
State Normal College, Ypsilanti.....	X	X		X		X	X	X	X	X
State School for the Deaf.....	X			X	X		X			
University of Michigan.....	X	X	X	X						
Western State Teachers College.....	X	X		X						
MINNESOTA										
University of Minnesota.....		X	X	X	X			X		
MISSISSIPPI										
State School for the Deaf.....							X			
MISSOURI										
Central Institute for the Deaf.....							X			
University of Missouri.....				X						
Washington University.....				X			X			
NEBRASKA										
University of Nebraska.....		X	X		X			X		
NEW JERSEY										
Rutgers University.....	X	X		X						
State School for the Deaf.....							X			
Training School at Vineland.....		X			X					
NEW YORK										
College of the City of New York.....	X	X		X				X		
Hunter College.....	X			X				X		
Institution for Improved Instruction of Deaf Mutes.....							X			
New York University.....		X		X	X	X			X	
Rome State School.....	X	X								
State Normal School, Geneseo.....	X	X		X						
State Normal School, Oswego.....	X	X		X						
State Teachers College, Buffalo.....						X	X		X	
Syracuse State School.....		X		X				X		
Syracuse University.....		X		X				X		
Teachers College, Columbia University.....	X	X	X	X	X	X	X	X		X
OHIO										
Miami University.....	X	X		X	X			X		
Ohio State University.....	X	X		X	X		X	X		

Location of Offerings, Classified by Types of Courses—Continued

State and institution	Courses offered for teachers of exceptional children									
	Exceptional children (general)	Subnormal children	Gifted children	Behavior problems and mental hygiene	Clinical psychology	Sight defectives	Deaf and hard-of-hearing	Speech correction	Crippled children	Delicate children
1	2	3	4	5	6	7	8	9	10	11
OHIO—Continued										
Ohio University.....	×	×								
State School for the Deaf, Columbus.....		×		×			×			
Western Reserve University.....	×							×		
Wilson Schools.....	×							×		
PENNSYLVANIA										
Geneva College.....	×	×			×			×		
Pennsylvania State College.....	×	×			×			×		
Temple University.....	×	×	×	×	×			×		
University of Pennsylvania.....	×	×		×	×			×		
University of Pittsburgh.....	×			×						
Western Pennsylvania School for the Deaf.....							×			
SOUTH DAKOTA										
State School for the Deaf.....							×			
TENNESSEE										
George Peabody College.....	×		×	×	×	✓				
UTAH										
University of Utah.....				×	×			×		
WISCONSIN										
State Teachers College, Milwaukee.....	×	×					×	×		
University of Wisconsin.....	×							×		
WYOMING										
University of Wyoming.....	×	×		×				×		
Total.....	39	37	7	40	25	12	22	30	5	12

³ No school offering a general course in the education of exceptional children is included in this list unless it also offers courses in 1 or more specialized fields.

⁴ Courses in clinical psychology are listed only when they occur in connection with more specialized courses in the teaching of exceptional children.

⁵ Additional information regarding the education of teachers of sight-saving classes may be secured from the National Society for the Prevention of Blindness, 450 Seventh Avenue, New York City.

⁶ According to data received too late for inclusion in this table, teacher-training courses for the deaf are offered also at the State School for the Deaf, Morganton, N. C., and at the School for the Deaf, Romney, W. Va. Additional information regarding the education of teachers of deaf children may be secured from the American Association to Promote the Teaching of Speech to the Deaf, 1537 Thirty-fifth Street N. W., Washington, D. C.

⁷ The courses considered in this group are specialized ones in the teaching of fresh-air classes, and do not include those numerous offerings found in the general fields of nutrition, child hygiene, and allied branches of study.

Section III

LIST OF COURSE OFFERINGS, BY STATES AND BY INSTITUTIONS

[NOTE.—Each of the courses included in this section was announced by the institution concerned either for the year 1931–32 or 1930–31, or for both years. Courses listed for the fall, winter, or spring session are designated

as R; those listed for the summer session are designated as S. Abbreviated course descriptions are taken from the catalogue or other printed announcement of the institution in question. For details of the method of compiling this list see pages 6-8.]

ALABAMA

UNIVERSITY OF ALABAMA, UNIVERSITY

1. *Psychology of exceptional children*.—Methods of learning and teaching that are appropriate for bright, dull, and maladjusted children. (R)
2. *Abnormal psychology; feeble-mindedness*.—Intensive study of the various types of feeble-mindedness and their relation to education, dependency, and delinquency. (R)
3. *Abnormal psychology: Clinical methods*.—A presentation of the methods employed in the clinical study of abnormal behavior. (R)
4. *The problem child*.—A study of the causes of various forms of maladjustment and unhappiness in children and of the examination techniques and remedial treatments that are available. (R)

CALIFORNIA

STANFORD UNIVERSITY, STANFORD UNIVERSITY

1. *Psychology and treatment of exceptional children*.—A study of bright and dull children and their educational needs. (R; S)
2. *Mental deficiency and delinquency*.—A study of mental retardation and its relation to delinquency. Mental traits of the feeble-minded; heredity; classification; psychological diagnosis. (R)
3. *Juvenile problems in education*.—The extent, causes, and prevention of juvenile delinquency, mental deficiency, and other social irregularities related to the work of the public schools and State institutions. Newer methods of dealing with exceptional children. (S)
4. *Mental hygiene*.—Application of psychological principles to the prevention and educational treatment of mental instability and defects of personality. Special attention given to the period of childhood and youth. (S)
5. *Psychological clinic*.—Field work in juvenile court, mental-hygiene clinic, and public school. (R)

STATE TEACHERS COLLEGE, SAN FRANCISCO

This institution has been named by the State as an official training center, among the teachers colleges, for teachers of exceptional children. It is organizing a comprehensive program including courses in *sight conservation* and for the teaching of the *deaf and deafened*, the *backward and mentally deficient*, the *crippled*, and the *speech defective*. Work leading to special credentials in these fields may be pursued by two types of students: (1) Those who are carrying all or a major part of their professional work as undergraduates, and who, upon satisfying the institution of their fitness, may receive recommendation at the time of graduation or two years subsequent thereto; (2) those who already hold some form of regular certificate approved by the State Department of Education and who present

evidence of satisfactory professional experience, physical fitness, and personal qualifications.

The units of courses which are included in the proposed program are given below. Not all these courses are offered at the present time, this being dependent upon the demand which will be made for them. In this connection, see footnote 2 on page 9.

1. *Courses in the education of subnormal children:*
 - (a) Psychology of subnormal children.
 - (b) Methods and materials in the education of subnormal children.
 - (c) Handicrafts for handicapped children.
 - (d) Social psychology of the feeble-minded.
 - (e) Practice teaching of backward and mentally-deficient children.
2. *Mental hygiene problems of childhood and adolescence.*—Habit formation and the beginnings of maladjustments; handicapped and nervous children; principles of prevention and correction.
3. *Courses in sight conservation:*
 - (a) Hygiene of the eye.
 - (b) Organization and administration of sight conservation.
 - (c) Methods of teaching sight-conservation classes.
 - (d) Practice teaching in sight conservation.
4. *Courses in the education of deaf or deafened children:*
 - (a) Introduction to the teaching of the deaf.
 - (b) Speech training for the deaf.
 - (c) Language development with the deaf.
 - (d) Lip reading.
 - (e) Problems in the teaching of the deafened.
 - (f) Practice teaching of the deaf or deafened.
5. *Courses in speech correction:*
 - (a) The technique of speech.
 - (b) Defects of speech and methods of correction.
 - (c) Nervous speech disorders.
 - (d) Problems of speech disorders.
 - (e) Practice teaching in speech correction.
6. *Courses in the education of crippled children:*
 - (a) Organization and administration of classes for crippled children.
 - (b) Methods and materials for the teaching of crippled children.
 - (c) Practice teaching of crippled children.

UNIVERSITY OF CALIFORNIA, BERKELEY

1. *The exceptional child.*—The intellectually superior and mentally inferior child, and the physically handicapped child; educational and sociological implications. (R)
2. *Courses in clinical psychology:*
 - (a) Mental deficiency and abnormality in children. (R; S)
 - (b) Supervised practice in field work in juvenile courts, public schools, nursery schools, hospital clinics, and other social agencies. (R)
3. *Courses in mental hygiene:*
 - (a) Mental hygiene problems of childhood and adolescence.—The normal child and his development; types of intelligence; special abilities and disabilities; nervousness in normal children; handicapped and nervous children; types of maladjustment in adolescence. (S)

- (b) Seminar.—Discussion especially of the problem of the school and the handicapped or nervous child; other mental-hygiene problems raised by class work. (S)
4. *Courses in speech correction:*
- (a) Phonetics applied to the correction of articulatory speech defects. (S)
- (b) Speech defects and disorders (elementary course).—Classification; nervous speech disorders; stammering, stuttering, hesitation; causes and treatment, physiological and psychological. (S)
- (c) Advanced problems in speech disorders.—Relationship to personality; social and economic problems involved; organization of special corrective work in public schools. (S)

UNIVERSITY OF CALIFORNIA, LOS ANGELES

1. *Education of exceptional children.*—Characteristics of the exceptional child. Problem of correlating his intellectual and social development. Representative curricular and guidance programs. (S)
2. *Courses in clinical psychology:*
- (a) Study of problems connected with the atypical child. Mental and physical deficiencies, abnormalities, genius, and emotional instability. Methods by which such children may be developed to a maximum of efficiency. (R)
- (b) Clinical psychology, with special reference to problems of the physically handicapped. Occurrence of handicapping conditions; general mental status of the handicapped. Psychology of the blind, deaf, paralyzed, speech defectives, etc. Principles of training and re-education. (S)
3. *Courses in speech correction:*
- (a) Speech development and the correction of speech disorders. Linguistic development; physical and psychological aspects of speech; methods as a factor in stammering and stuttering. Techniques of reeducation. (S)
- (b) Special problems of speech correction.—An advanced course dealing with speech disorders of neurotic origin. Emotional maladjustment as a factor in stammering and stuttering. Techniques of reeducation. (S)
- (c) Speech-correction clinic.—For children who are handicapped by speech disorders. Demonstration of corrective treatment. (S)

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

1. *Psychology of exceptional children.* (R)
2. *Mental differences and educational adjustments.*—Analysis of causes of maladjustment; suggestions on methods of educational adjustment. Diagnosis of child. Methods developed in adjustment and opportunity rooms. Differentiated courses of study. (R; S)
3. *Juvenile delinquency.*—Causes of truancy and delinquency; methods of prevention. (R; S)
4. *Conservation of vision.*—Physics, physiology, and psychology of vision. Ocular hygiene. Eyesight conservation in home, school, and industry. (S)
5. *Courses in speech correction:*
- (a) Experimental phonetics and speech pathology.—The speech causal series; etiology and classification of defects; theories of causation. (R).

- (b) *Speech correction.* Diagnosis and treatment of the more common types of speech disorders, such as lipping, vocal monotony, and general articulatory inaccuracies. (S)

COLORADO

STATE TEACHERS COLLEGE, GREELEY

1. *Equalization of opportunity for the handicapped child.*—Work with deaf and crippled children; sight-saving classes; common speech difficulties. (S)
2. *Clinical psychology.*—Designed to give the psychological training requisite for teaching subnormal children. Mental diagnoses, prognoses, and recommendations for treatment. (R)
3. *Psychology of delinquency.*—Nature of delinquency; causes; methods of treatment. (R; S)
4. *Clinical practice.*—First hand study of individual children who are problem cases due to bad behavior or to special abilities or disabilities. (R)
5. *Psychology and pathology of speech.*—Classification of speech defects; causes; methods of correction. (S)

UNIVERSITY OF COLORADO, BOULDER

1. *Education of handicapped children.*—Study of the subtypical child in terms of heredity, physical defects, and educational achievement. Diagnostic and remedial measures. (S)
2. *Education of the gifted and exceptional children.*—Study of supertypical children and their differentiated education. Classification and treatment. (S)
3. *Mental hygiene in education.*—Earliest responses of children to sense impressions, proper conditioning, careful habit formation, development of wholesome attitudes, and other phases of development which insure normal behavior. (S)
4. *Case studies.*—Analysis of case studies illustrating behavior and personality difficulties of childhood; problems of adjustment to school and group activities. (S)

CONNECTICUT

YALE UNIVERSITY, GRADUATE SCHOOL, NEW HAVEN

1. *Psychology of exceptional children.*—Problems that arise with children who are exceptional in intellectual ability or disability, special abilities or disabilities, nervousness, and delinquency. (R)
2. *Mental hygiene in the elementary school.*—Factors which condition the normal development of the elementary school child; clinical case studies of problem children. (R)

A summer school was conducted at Yale University in 1931 by the Connecticut State Board of Education for the purpose of assisting those who wish to qualify in the State of Connecticut as teachers of special classes. The courses offered were as follows:

1. *Psychology and treatment of exceptional children.*—Primary emphasis placed upon those who are below normal.
2. *Advanced course in the psychology of atypical children.*—Study of behavior problems.

3. *Theory and practice of teaching educationally exceptional children.*—Types of instruction suited to subnormal children. Observation in demonstration class and opportunity for practice teaching.
4. *Elementary handwork for teachers of exceptional children.*—Woodworking, chair caning, brush making, cord work, basketry, bookbinding, weaving, and cobbling.

DISTRICT OF COLUMBIA

GALLAUDET COLLEGE, WASHINGTON

A 1-year course in the science and art of instructing the deaf is afforded to a limited number of hearing men and women who wish to become teachers of the deaf. Candidates for this course are expected to be graduates of colleges of good standing, and they have for one year the title of "Normal fellow." Normal fellows who have already received an A. B. degree or its equivalent are allowed a small cash compensation and receive free board and tuition. Recipients of these fellowships are expected to do full-time academic work. On successful completion of the course they may receive the degree of master of arts.

The course of study includes the following subjects:

1. *History of the education of the deaf.*
2. *Speech and speech reading.*
3. *Dactylo'gy.*
4. *Psychology of the deaf.*
5. *Language of signs.*
6. *Problems and principles of teaching the deaf.*
7. *Speech development and primary language.*
8. *English grammar.*
9. *Observation and practice teaching.*

GEORGIA

UNIVERSITY OF GEORGIA, ATHENS

1. *Diagnosis and treatment of exceptional children.*—Techniques employed by the social worker, physician, psychiatrist, recreational adviser, and educational counselor in a child-guidance program. Diagnosis and treatment of special disabilities; the rôle of the home, the school, and of special institutions. (R; S)
2. *Mental hygiene; the mental health of the school child.*—The problem of keeping the mind of the child normal and healthy. Physical basis of mental health; classification of intelligence; mental hygiene of school subjects; the child guidance clinic as a means of preventing maladjustments. (R; S)
3. *Clinical psychology.*—Intensive case studies and clinical diagnosis. (R; S)

HAWAII

TERRITORIAL NORMAL AND TRAINING SCHOOL, HONOLULU

1. *Psychology and treatment of exceptional children.*—Problems presented by various types of exceptional children, primarily the subnormal and gifted. Consideration of curriculum. (R)

2. *Mental hygiene of childhood*.—Practical course dealing with special application of mental hygiene principles to the mental health of children. (S)
3. *Speech clinic*.—Diagnosis of speech defects; teaching methods and practice. (R)

ILLINOIS

NORTHWESTERN UNIVERSITY, EVANSTON

1. *Adaptation of materials and methods in teaching the unadjusted school child*.—Factors which contribute to physical, mental, and social maladjustments of elementary school children. Diagnosis and treatment of handicapped children. Adaptation of curriculum and technique to the needs of the mentally retarded. (S)
2. *Courses dealing with behavior problems*:
 - (a) Clinical psychology.—A course of training in the study and treatment of problem children. Opportunity for clinical practice is given. (R)
 - (b) The delinquent.—A review of psychological investigations among delinquents. (R)
3. *Courses in speech correction*:
 - (a) Speech correction.—Study of sounds of speech on phonetic principles. Diagnosis of faults of voice production and of organic and functional speech defects. Methods of effective treatment and cure. (R)
 - (b) Seminar in speech defects.—Advanced theory and practice in remedial treatment of speech defects. (R)
 - (c) Speech correction symposium.—Speech pathology and therapy; etiology, diagnosis, and treatment. Conducted by five outstanding specialists. (S)

UNIVERSITY OF CHICAGO, CHICAGO

1. *Psychopathic, retarded, and mentally defective children*.—Classification of subnormal children; causative factors; educational needs; types of classes and institutional provision. (S)
2. *Courses in mental hygiene and behavior problems*:
 - (a) Mental hygiene of the classroom.—Basic postulates of the mental hygienist; methods used. History taking and preventive programs. (S)
 - (b) Psychiatric problems in education.—The psychological basis of school failure other than mental deficiencies or special defects; emotional problems and their influence upon school performance. Genesis and treatment of behavior problems. (R)
3. *The technique of case study*.—Clinical methods applied to exceptional children. Diagnosis of feeble-mindedness, speech defects, emotional habits, ties, conduct irregularities, and school maladjustments. Treatment and training. (S)
4. *Courses in sight conservation*:
 - (a) The teaching of sight-saving classes.—Considers the problems of organizing and administering sight-saving classes and of adapting the regular curriculum to the needs of children suffering with seriously defective vision. (S)
 - (b) Laboratory course in sight-conservation education.—Designed as a laboratory course for students taking the course described above. Gives special attention to ocular problems and provides a laboratory study of common eye diseases and refractive errors. (S)

INDIANA

STATE SCHOOL FOR THE DEAF, INDIANAPOLIS

A two years' training course is offered in the education of the deaf. The course includes work in phonetics, speech, history of the education of the deaf, English, educational psychology, physiology, and school management.

IOWA

UNIVERSITY OF IOWA, IOWA CITY

1. *Psychological clinic*.—An introduction to the study of defective, delinquent, and unadjusted individuals. (R)
2. *Courses in mental hygiene*:
 - (a) Mental hygiene.—A general course dealing with various types of inadequate behavior incidental to childhood and adulthood. (S)
 - (b) Mental hygiene clinic.—Scope of mental hygiene from the point of view of psychology, psychiatry, sociology, and education. Analysis of training and type of work required of social workers and clinicians. (R; S)
 - (c) Mental hygiene of the school child.—Special emphasis on mental hygiene of the normal child. Methods of investigation, symptomatology of the mentally unhealthy child, causal factors, therapy. (R; S)
3. *Courses in speech correction*.—The university offers a special curriculum for teachers of speech and speech correction, including the following fields:
 - (a) Speech correction.—The theory and treatment of speech defects, including clinical practice. (R; S)
 - (b) Seminar in speech pathology.—Theories of stuttering and aphasia; underlying principles of speech abnormalities. (R; S)
 - (c) Research in clinical psychology and speech pathology. (R)
4. *Practice teaching in the children's hospital*.—Special opportunity for individual teaching and handicraft work in the school for crippled children in the children's hospital. (R; S)

KANSAS

STATE SCHOOL FOR THE BLIND, KANSAS CITY

The school offers a summer course in the mastery of the touch system used by the blind.

STATE TEACHERS COLLEGE, EMPORIA

1. *Psychology of the problem child*.—Social and pedagogical significance of talent and defect; gifted children; special disability; delinquent and conduct disorders. (R; S)
2. *Courses in speech correction*:
 - (a) *Speech pathology*.—Theory and methods of correcting speech defects. (R; S)
 - (b) *Speech correction*.—Clinical work and research based upon clinical findings. (R; S)

UNIVERSITY OF KANSAS, LAWRENCE

1. *The nontypical child*.—Special reference to the nature and causes of atypical conditions. Remedial treatment. Lectures and visits to various institutions maintained by the State for defective and delinquent children. (R; S.)
2. *Educational clinic*.—Opportunity for direct study of typical cases of exceptional mental development. (R; S)
3. *The normal and the delinquent child*.—Psychological principles which underlie the development of the human infant into the adult. Emphasis placed on the study of the delinquent child. Case histories. (R)
4. *Education of the deaf*.—Methods of teaching the deaf and hard of hearing. (S)
5. *Speech correction*.—Theory and practice of speech defects. Clinical practice. (R)

LOUISIANA

TULANE UNIVERSITY, NEW ORLEANS

1. *Courses on behavior problems*:
 - (a) Behavior problems and personality disorders of children.—Critical study of causal factors and formulation of treatment plans. Case studies. (R)
 - (b) Personality development of children.—Growth of personality; symptoms and causes of behavior problems, with suggestions for training. (S)
 - (c) Case studies in the visiting teacher field.—Study of actual visiting teacher records designed to give a view of the techniques used by the visiting teacher in helping adjust various types of problem children. (S)
2. *Teaching of sight-saving classes*.—Adaptation of regular curriculum to the needs of children with serious eye difficulties; anatomy, physiology, and hygiene of the eye; organization and administration of sight-saving classes. Observation in demonstration class and in eye clinic. (S)

MARYLAND

JOHNS HOPKINS UNIVERSITY, BALTIMORE

1. *Study and education of handicapped children*.—Classification of subnormal children; classes for the physically handicapped. Causative factors; educational needs; preventive measures. (R; S)
2. *Courses in the education of subnormal children*:
 - (a) Methods of special class teaching.—Covers field of arithmetic and language. Practical application of these subjects to the needs of atypical children. (S)
 - (b) Industrial arts for handicapped children.—Laboratory course in which selection is made for work in raffia, reed, loom work, rug making, and allied activities. (R; S)
3. *Clinical study of atypical children*.—Procedures and results of clinical methods of diagnosis. Includes psychological, educational, physical, and social factors. (R; S)
4. *Courses in the education of deaf and hard-of-hearing children*:
 - (a) Teaching of hard-of-hearing children.—Theory and application of teaching lip reading to hard-of-hearing children. Training of residual hearing. Correlation of regular course of study with lip reading. (R; S)

- (b) Unit of courses offered with the cooperation of the American Association to Promote the Teaching of Speech to the Deaf: (S)
- (1) Anatomy, physiology, and hygiene of the eye, the ear, and the organs of speech.
 - (2) Speech for the deaf: formative and corrective.
 - (3) Straight language.
 - (4) Teaching language development to the deaf.
 - (5) Reading for deaf children.
 - (6) Rhythm and auricular training for the deaf.
 - (7) Demonstration classes.
5. *Speech correction and improvement practicum*.—Clinical course for kindergarten and primary teachers and those in charge of mentally retarded children. Stuttering, stammering, lisping, foreign accent, and defective phonation. Preventive measures. (R)

STATE SCHOOL FOR THE DEAF, FREDERICK

This school offers a 1-year course in the teaching of the deaf. Entrance requirements are two years of normal school or college work. The curriculum includes:

1. *Speech and lip reading for deaf children.*
2. *History of the education of the deaf.*
3. *Social problems of the deaf.*
4. *Physiology of the ear.*
5. *Visible speech.*

MASSACHUSETTS

BOSTON UNIVERSITY, BOSTON

1. *The teaching of special classes (for subnormal children)*.—Considers State legislation; functions of special classes; selection of pupils; equipment, materials, and programs; methods of teaching. (R)
2. *Courses dealing with behavior problems:*
 - (a) Bases of behavior.—A course enlisting the services of experts in psychology and psychiatry. Applies psychology, psychiatry, and mental hygiene to the daily conduct and behavior problems of children. (R)
 - (b) *The unadjusted school child*.—Type cases of problem children; procedures used to determine nature of problem; remedial procedures; follow-up program. (R)

CLARKE SCHOOL FOR THE DEAF, NORTHAMPTON

This is a private school for the deaf, which also receives pupils through the board of education of the State of Massachusetts. A normal class is conducted throughout the school year. Preference is given applicants for admission to this course who are graduates of normal schools or who have had at least two years of college work. An entrance examination is given in the common English branches. All certificates awarded on the completion of the normal course bear

the indorsement of both the Clarke School and the American Association to Promote the Teaching of Speech to the Deaf.

The subjects included in the normal course are as follows:

1. *Preparatory sense training.*
2. *Mental development and methods of language teaching.*
3. *Visible speech and voice training.*
4. *Anatomy and physiology of the vocal organs.*
5. *Training of residual hearing.*
6. *Speech reading.*
7. *Rhythm work.*
8. *Adaptation of methods of teaching arithmetic, geography, history, and other subjects.*
9. *History of the education of the deaf.*
10. *Psychology.*
11. *Methods of teaching lip reading to deafened adults.*

HARVARD UNIVERSITY, GRADUATE SCHOOL OF EDUCATION, CAMBRIDGE

1. *Psychology of mentally deficient, retarded, and psychopathic children.*—Mental and physical development of normal and exceptional children; clinics for demonstration and study of mentally deficient, defective, delinquent, and psychopathic children. Methods of teaching mentally defective children in institutions. (S)
2. *Clinical study of mentally deficient children.*—Designed to give careful training to school and institutional psychologists, teachers, and supervisors of special classes, and others who have to deal with the problems of mental deficiency and delinquency in a practical way. Clinical demonstration. (R)
3. *Education of the blind.*—Comprehensive survey of work with the blind. Problems which arise in the teaching of blind children and others of low vision. Demonstrations. (R)

MÜLLER-WALLE SCHOOL FOR LIP READING, BOSTON

This is a private school which offers normal training for teaching both adults and children who are hard-of-hearing. For teachers desiring to teach lip reading to children in public schools the entrance requirement is the completion of a normal school or college course. For those wishing to teach adults only, a high-school diploma is required. Two types of courses are offered: (1) A 3-months' course; (2) a 1-year course which qualifies students to teach both adults and hard-of-hearing children. The complete course includes *theory, observation, and practice in lip reading.*

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, WATERTOWN

This school receives both State and private pupils, and offers for the preparation of teachers the following courses:

1. *Special methods.*—"The course in special methods of teaching blind children is planned for one year of study to accompany and follow the 'Harvard

course' (Harvard Graduate School of Education, N1) given by Mr. Allen on the history of the education of the blind, by presenting the theory and practice of teaching them. These methods are demonstrated by persons of experience, and the teaching done by the students is in as many subjects as possible within the academic year. The course is conditioned throughout by the factor of blindness, and concentrates on ways in which teaching the nonseeing child differs from teaching the seeing. It presupposes in the students adequate knowledge of subject matter, and discusses general methods of teaching only so far as they are explanatory of special methods. These limitations do not preclude discussions of new plans now being used in progressive schools and their applicability to schools for the blind." The course includes consideration of kindergarten methods, intermediate methods, high-school methods, manual training, and special problems.

2. *General methods.*—This course is conducted in cooperation with the graduate school of education, Harvard University. The director of Perkins Institution gives the course. For description of course, see Harvard University.

STATE NORMAL SCHOOL, SALEM¹

A special education department offers courses designed for students preparing to teach in special classes for *mentally defective* children and gives also initial preparation for work in schools for the *deaf*. A diploma or special certificate is granted at the completion of the course for special-class teachers. Students wishing to teach the *deaf* have opportunity for observation and practice teaching during the three years of training at the normal school. They spend an additional fourth year at the Clarke School for the Deaf.

The specialized courses in teaching *subnormal* children are taken by the student in his third year of study and include the following fields:

1. *Psychology of subnormal children.*—Scientific study of mental defectives; causes; heredity versus environment; preventive measures; identification; classification; organization of education.
2. *Methods.*—State laws for establishment of special classes; organization and equipment; curriculum and projects.
3. *Drawing and handwork.*—Projects in bookbinding, box making, weaving, cement work, and other types of construction.
4. *Industrial projects.*—Shop work and household repairs, printing, gardening, brush making, shoe cobbling, hair cutting.
5. *General science.*—Designed to prepare special-class teachers to handle apparatus before the class and to guide pupils in using practical science in everyday activities.
6. *Physical education.*—Specially designed for special-class teachers. Diagnosis of postural difficulties and their correction.
7. *Cooking and sewing.*—Elementary work in these fields suited to the abilities and needs of subnormal children.
8. *Practice teaching.*—Observation and practice in the special class in the training school and in selected schools elsewhere.

¹ The State Normal School at Hyannis also offers a summer course in the teaching of special classes for mentally retarded children.

MICHIGAN

DETROIT TEACHERS COLLEGE, DETROIT

1. *Child conservation*.—Consideration of the common handicaps of children and of the methods through which special educational provision is made. (R)
2. *Mental deficiency*.—Nature and causes of mental deficiency; psychology of backward and defective children in relation to training. Observation and clinical study of subnormal children. (R)
3. *Psychology of behavior*.—Causes of abnormal behavior in children. Case studies, looking toward remedial treatment. (R)

STATE NORMAL COLLEGE, YPSILANTI

A department of special education has been operative for a number of years, the purpose of which is to train teachers for instruction of (1) the deaf and hard of hearing; (2) the blind and partially sighted; (3) the mentally deficient; (4) crippled children; (5) children of lowered vitality.—State aid is given to local communities for teachers who have had (1) at least one year of successful teaching experience with normal children; (2) at least two years of training beyond the high school; (3) one year of special technical training in the field elected.

The specialized courses included in the curriculum in the various types of training are as follows:

1. *Education of exceptional children*.—A general introductory course in the field of special education. Deals briefly with the education of the deaf and hard of hearing, the blind and partially sighted, the mentally defective, speech defective, and the crippled.
2. *Courses in the education of subnormal children*:
 - (a) Mental deficiency.—Character and extent; causes and prevention; classification; educational needs and possibilities.
 - (b) Methods of teaching exceptional children.—Review of the common branches of instruction, stressing their application to exceptional children. Individual diagnosis of defects.
 - (c) Industrial arts for subnormal children.—Toy making and arts and crafts.
 - (d) Teaching subnormal children.—Observation, practice teaching, and study of school organization.
3. *Courses on behavior problems*:
 - (a) Juvenile delinquency.—Relation of mentality and other factors to conduct in children of school age. Case studies.
 - (b) Behavior problems of school children.—Analysis of behavior difficulties; possible solutions and adjustments.
 - (c) The problem child in school.—Based on the experience of visiting teachers in the adjustment of behavior problems.
4. *Courses in the education of sight defectives*:
 - (a) Sight saving.—Study of eye anatomy and eye hygiene, of common eye diseases and eye defects. Organization of sight-saving classes.
 - (b) Sight-saving teaching methods.

- (c) Teaching sight-saving classes.—Observation and practice teaching. Case studies.
5. *Courses in the education of deaf and hard-of-hearing children:*
- (a) Mechanism of the ear and acoustic training.
 - (b) Methods of teaching deaf and hard-of-hearing children.
 - (c) Teaching deaf and hard-of-hearing children.—Observation and practice.
 - (d) Courses in speech reading:
 - (1) Theory of speech reading.
 - (2) Principles of teaching speech reading.
 - (3) Jena materials and methods.
 - (4) Directed teaching.
6. *Speech correction, I and II.*—Study of symptoms and causes of speech defects, including stuttering, lisping, nasality, etc. Opportunity for clinical experience and practice teaching.
7. *Courses in the education of crippled children:*
- (a) Pathology of the crippled child.—Study of the most common diseases which cause crippling conditions in children.
 - (b) Physical reconstruction.—Crippled conditions of most frequent occurrence, their causes, and lines of procedure for reconstruction work.
 - (c) Teaching crippled children.—Observation and practice; study of equipment and adaptation of educational program.
8. *The fresh-air class.*—History, management, educational methods, and problems of fresh-air classes in public schools; selection of pupils; cooperation with the home; case studies.

STATE SCHOOL FOR THE DEAF, FLINT

This school offers a 1-year normal course for high-school graduates who have had some college or normal school work. Issues a special State diploma for teaching the deaf. The curriculum includes courses in psychology, the mechanism of speech, methods of teaching, classroom observation, and practice teaching.

UNIVERSITY OF MICHIGAN, ANN ARBOR

1. *Psychology and education of exceptional children.*—Classification of exceptional children; means of selection; psychological characteristics and educational possibilities of the various types of exceptional children. (R; S)
2. *Courses in mental hygiene:*
 - (a) Child guidance.—Emphasizes environmental factors, intrafamily emotional relationships, parental attitudes and an understanding of childhood behavior. (R)
 - (b) Mental hygiene of adolescence.—The cause, prevention, and resolution of the mental conflicts of the adolescent that arise from his attempt to adjust to his environment. Emphasis on practical school problems. (R)
3. *Courses in clinical psychology:*
 - (a) Clinical study of exceptional children.—Examination and corrective treatment of children who deviate from the type. (R)
 - (b) Seminar in clinical psychology.—A course using the facilities of the Wayne County Training School in preparation for work with defectives. (R)

WESTERN STATE TEACHERS COLLEGE, KALAMAZOO

The college offers a 4-year curriculum for the preparation of teachers of mentally retarded and backward children, including practice teaching. The following specialized courses are offered:

1. *Education of exceptional children*.—A beginning course in the field of special education, dealing with the education of the gifted, subnormal, neurotic, delinquent, speech defective, blind, deaf, and crippled. (R)
2. *Courses in the education of subnormal children*:
 - (a) The subnormal child.—Psychology and school treatment of subnormal children. Emphasis upon moron and border-line cases. (R)
 - (b) Methods of teaching subnormal children.—Principles and practices of instruction. (R)
3. *The gifted child*.—Psychology and school treatment of gifted children. (S)
4. *Mental hygiene*.—Problems of mental hygiene of childhood and adolescence. (R)

MINNESOTA

UNIVERSITY OF MINNESOTA, MINNEAPOLIS

The university offers a 4-year course for teachers of *subnormal* children, two years of which are of general preparatory nature and which include courses in industrial arts for special classes. During the last two years more intensive courses of specialized nature are offered. Students who complete the freshman and sophomore years of this course, who have had two years of teaching in elementary schools, and who complete a minimum of six credits in approved courses of the junior and senior years, will qualify for a special teaching certificate required of teachers of subnormal children in special classes for which State aid is received. All students who have not previously had the equivalent must take the courses in practice teaching and handwork to qualify them for this special certificate.

Through its Department of Speech the university also offers a special curriculum for preparation in speech correction.

1. *Courses in the education of subnormal children*:
 - (a) Mental deficiency.—Physical traits, psychology, and social problems of feeble-mindedness. Training of defectives. (R; S)
 - (b) Individual mental examination.—Demonstration and practice in mental diagnosis. For teachers of subnormal children. (R)
 - (c) Handicraft.—Includes courses in various types of art and industrial education suited to the needs of subnormal children. (R; S)
 - (d) Psychoeducational clinic.—Practice in case study, and in scientific interpretation of data. (R)
 - (e) Practice teaching of subnormal children. (R; S)
 - (f) Seminar: Problems of subnormality. (R)
2. *Psychology of gifted children*.—A study of the physical and mental traits of gifted children and the methods of their education. (R; S)

3. *Courses on behavior problems:*

- (a) *Child guidance*.—Specific problems in school adjustment dependent upon physical and emotional factors of the child, the home, and the environment. Case records. (R)
- (b) Seminar on the work of the visiting teacher.—An intensive study of case histories of pupils referred by the schools to visiting teachers. (R)

4. *Courses in clinical psychology:*

- (a) Psychoeducational clinic.—Practice in case study, diagnosis, and interpretation of data. (R)
- (b) Personnel work.—Practical experience in the use of psychological and related methods in dealing with school children. (R)

5. *Courses in speech correction:*

- (a) Psychology of speech disorders. (R)
- (b) Speech correction.—An introduction to the correction of speech disorders. Speech defects as symptoms of maladjustment and organic malformations. Case histories. (R; S)
- (c) *Speech pathology*.—Physiological and psychological aspects of organic and functional speech problems. Theories of stuttering. Diagnoses, case histories, and treatment of speech cases. (R; S)
- (d) Seminar in speech correction.—Studies in new theories and clinical procedure. Specific cases for group studies. (R)

MISSISSIPPI

STATE SCHOOL FOR THE DEAF, JACKSON

This school offers a 1-year course in teaching the deaf. Entrance requirements are two years of college work. The courses offered include work in the following subjects:

1. *Physiology of the organs of speech and hearing.*
2. *History of the education of the deaf.*
3. *Sense training.*
4. *Handwork.*
5. *Rhythm.*
6. *Language development and speech.*
7. *Lip reading.*
8. *Observation and practice teaching.*

MISSOURI

CENTRAL INSTITUTE FOR THE DEAF, ST. LOUIS

This is a private institution, which, for purposes of preparing teachers, is affiliated with University College of Washington University. "By virtue of this affiliation, the degree of bachelor of science in special education will be granted to fully qualified graduates of teachers' training college of Central Institute for the Deaf who meet the requirements established by the advisory board. The course required for this degree is a 4-year curriculum. The freshman and sophomore years of this curriculum may be taken at Washington University either in the College of Liberal Arts or in University

College, or at any university or accredited junior college which provides the designated curriculum. The junior and senior years must be taken at the Central Institute for the Deaf, subject to such requirements as may be imposed by the advisory board."

The professional curriculum of the junior and senior years includes specialized courses in the following subjects:

1. *Anatomy of hearing and of speech.*
2. *Pre-school deaf children.*
3. *Phonetics.*
4. *Pathology of hearing and of speech.*
5. *Speech correction.*
6. *English for the deaf.*
7. *Lip reading.*
8. *Technique of teaching.*
9. *Speech clinic.*
10. *Acoustic laboratory.*

UNIVERSITY OF MISSOURI, COLUMBIA

1. *Mental hygiene.*—Psychology of personal adjustment as related to the problems of junior and senior high-school students. (R; S)
2. *Technique of handling the problem child.*—A study of the different types of problem children along with methods of treatment to be used. (R; S)
3. *Visiting-teacher work.*—Special attention is given to the solution of problems surrounding the child in school through an adjustment between school and home. (R)

WASHINGTON UNIVERSITY, ST. LOUIS

1. *Behavior problems of children.*—A course designed to examine and interpret familiar types of problem children, considered from the angle of the home and the school. (R)
2. *Courses in the education of the deaf.*—See Central Institute for the Deaf, St. Louis.

NEBRASKA

UNIVERSITY OF NEBRASKA, LINCOLN

1. *The exceptional child.*—Study of the retarded group, border-line cases, and the feeble-minded, together with the methods of differentiation among these classes. (R)
2. *The gifted child.*—The psychology and educational treatment of gifted children. (R; S)
3. *Clinical psychology.*—Psychological procedure in clinical practice; diagnosis and treatment of mental abnormalities in childhood and adolescence; preventive and remedial measures in behavior problems. (R)
4. *Speech development and correction.*—Emotional life of the child in relation to development of speech; nervous difficulties of speech; treatment. (R; S)

NEW JERSEY

RUTGERS UNIVERSITY, NEW BRUNSWICK

A cooperative arrangement has been made with the officials of The Training School at Vineland, N. J., whereby courses in *clinical*

psychology and the study of *subnormal children* which are offered by the staff of The Training School are available to students who register in the summer session at Rutgers University. University credit is given for the courses completed, which include:

1. *Social control of the feeble-minded.*
2. *Seminar on the education of subnormal children.*
3. *Psychology of subnormal children.*
4. *Child study clinic.*
5. *Classroom observation.*

Other courses, offered by the university itself, are as follows:

1. *The atypical child.*—Various grades and types of feeble-mindedness, genius, neurosis, psychopathy, delinquency, and special talents and defects. School problems growing out of the attempt to educate children presenting these conditions. (R)
2. *Handwork and industrial arts for subnormal children.*—Projects in various types of manual and shop activities. (S)
3. *Mental hygiene.*—The problem of mental health, its relation to current social problems, and the duty of the school with regard to it. (R; S)

STATE SCHOOL FOR THE DEAF, WEST TRENTON

This school offers a 1-year course in the education of the deaf. Entrance requirements are a degree from a teachers college or accredited university. The course of study includes work in the following fields:

1. *History of the education of the deaf.*
2. *Anatomy and physiology of organs of speech and hearing.*
3. *Formation and development of English sounds.*
4. *Visible speech.*
5. *Development of English with the deaf.*
6. *Methods of teaching the deaf.*
7. *Psychology of the deaf.*
8. *Observation and practice teaching.*

THE TRAINING SCHOOL AT VINELAND, VINELAND

This is a private school for *mentally subnormal* children. It conducts a summer school for the preparation of teachers, and grants a special certificate to all who successfully complete the course. Several of the leading colleges and universities have recognized these certificates as acceptable for college credit, but this is done on the basis of the individual student and the particular college. (See in this connection data on Rutgers University.)

The summer-school courses offered include the following:

1. *Social control of the feeble-minded.*—History of the work with mental defectives; classification; social history; heredity and environment; mental defect and delinquency; educational implications.

2. *Education of subnormal children*.—Aims of special education; curriculum; organization of special school; teaching methods.
3. *Classroom observation*.—The application of approved methods of teaching subnormal children.
4. *Psychology of subnormal children*.—Nature of feeble-mindedness. Diagnosis, classification, characteristics, and causes, with implications for the care, training, and social control of subnormal children.
5. *Child-study clinic*.—Laboratory case studies. Systematic analysis of child behavior from the clinical point of view.

NEW YORK

COLLEGE OF THE CITY OF NEW YORK, NEW YORK

The college offers special curricula and certificates in speech correction and in the education of exceptional children. The latter course is at present open only to those who have had teaching experience.

1. *Psychology and education of exceptional children*.—Deals with children of inferior or superior intelligence. Relation of physical condition to mentality; mental characteristics; underlying principles of education. (R)
2. *Courses in the education of subnormal children*:
 - (a) Methods of teaching ungraded classes.—Observation of demonstration teaching, with special reference to the principles involved. (R)
 - (b) Handwork for ungraded classes. (R)
 - (c) Methods in elementary school health education for ungraded classes. (R)
3. *Courses on behavior problems*:
 - (a) Problems of child behavior.—Specific types of predelinquent and delinquent behavior. Discovery and evaluation of social, physical, and psychological elements conducive to inadequate personal and social adjustments. Emphasis upon school life. (R)
 - (b) Mental hygiene.—Problem cases; intensive study and progress reports. (R)
4. *Courses in speech correction*:
 - (a) The correction of speech defects.—Physical and psychological causes of speech disorders. Practical application of phonetics in the correction of speech defects. (R)
 - (b) Advanced course in speech correction. (R)
 - (c) Clinic for speech correction.—Practical demonstration and training in clinical procedure. (R)

HUNTER COLLEGE, NEW YORK

1. *Psychology and training of exceptional children*.—Deals with the special problems of adjustment of the exceptional child in his home and school life. Prognosis and program of mental hygiene. (R)
2. *Courses on behavior problems*:
 - (a) Behavior as an educational problem.—A theoretical and practical course dealing with behavior problems both at home and in the classroom. Program of diagnosis and mental hygiene. (S)

- (b) *Individual direction in education.*—The psychology of the unadjusted child; handling of difficult children; the delinquent child; cooperating agencies; individual treatment of all children. (S)
- (c) *Mental adjustments.*—Deviations in mental and emotional traits, methods of prevention and treatment. (S)
- 8. *Correction of speech disorders.*—Consideration of the organic, neurological, and psychological conditions underlying speech disorders; methods of treatment. (R; S)

INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF MUTES, NEW YORK

This is a private institution which receives State pupils and offers a 1-year training course for the teaching of deaf children.

NEW YORK UNIVERSITY, NEW YORK

1. *Courses in the education of subnormal children:*

- (a) *Psychology for teachers of backward and defective children.*—Individual differences, classifications, treatment, school training, discipline, and aftercare of these children. (R; S)
- (b) *Methods in shop and classroom activities for atypical children.* (R)
- (c) *Physical education of subnormal individuals.* (R)
- (d) *Social adjustment of atypical children.* (R)
- (e) *Special classes and special education as an administrative problem.* (R)

2. *Courses in mental hygiene and behavior problems:*

- (a) *Principles of mental hygiene.*—Factors influencing thinking, feeling, emotions, and attitudes. Prevention of mental maladjustments owing to school and social conditions. (R; S)
- (b) *Practicum in mental hygiene.* (R)
- (c) *Personality and social adjustments.*—Special attention given to the implications which our knowledge of social behavior holds for the social adjustment of the child by the school. (R; S)
- (d) *Psychology of problem children.*—Study of individual cases. (R)
- (e) *Behavior disorders of school children.*—The place of mental hygiene; brightness and dullness; juvenile delinquency; clinics and hospitals for the study of children's problems. (R)
- (f) *Juvenile delinquency.* (R)
- (g) *The visiting teacher.* (R)

3. *Clinical psychology and seminar in clinical practice.* (R)

4. *Courses in the education of sight defectives:*

- (a) *Methods in the teaching of the blind and sight conservation classes.* (R)
- (b) *Clinical study of visually handicapped children.* (R)
- (c) *Special methods and adaptations of physical education for the blind.* (R)

5. *Courses in the education of crippled children:*

- (a) *Special adaptations of physical education* (1) to orthopedic and post-surgery cases; (2) to paralytic conditions; and (3) for cardiac training. Observation and practice in the clinic. (R)
- (b) *Physical therapy.*—Specialization in this course is arranged for in connection with the physical therapy clinic of the Hospital for the Ruptured and Crippled. (R)

ROME STATE SCHOOL, ROME

This is one of the New York State schools for the feeble-minded. The summer school is open to college or normal-school students and graduates, special-class teachers, institutional teachers, and social workers who have a background of psychological training and teaching or social work experience. The courses offered include the following:

1. *Psychology of the exceptional child*.—Considers the behavior of psychotic, neurotic, epileptic, and mentally defective children. Lectures, demonstrations, and clinics.
2. *Special-class teaching*:
 - (a) Methods, organization, and management of special classes.
 - (b) Demonstration and practice teaching.
 - (c) Industrial arts.
3. *Practical study in idio-imbecile habit training*.—Designed to help meet the needs of those who are preparing to work with idio-imbecile children. Includes observation and practice teaching.

STATE NORMAL SCHOOL, GENESEO

The school offers a certificate approved by the State for teaching *subnormal* children. (See also State Normal School, Oswego.)

The specialized courses offered are as follows:

1. *Psychology of exceptional children*.—Considers the feeble-minded, neurotic, psychopathic, and epileptic. Brief attention to precocious and gifted children. (R)
2. *Methods, organization, and management of special classes*.—Types of special classes, methods of selection and classification of pupils, equipment and supplies, curriculum, legal requirements. (R)
3. *Practical arts for exceptional children*.—Raw textile material, spinning, weaving, sewing, garment making. (R)
4. *Mental and social adjustments*.—Diagnosis, cause, and remedial measures in relation to problems of child adjustment. Various agencies cooperating in the work. Case studies. (R)
5. *Observation and teaching of exceptional children*. (R)

NOTE.—Two of the above courses are offered each summer.

STATE NORMAL SCHOOL, OSWEGO

The school maintains a regular department in the theory, methods, and practice necessary for preparing teachers of special classes for *subnormal* children. It offers a curriculum of three years.

The State grants certificates for State aid to persons who hold a license valid to teach in the schools of New York State, provided they have satisfactorily completed 12 semester hours of prescribed work in the field of special education; and also to persons who hold such license and who have had two years' experience in special-class

teaching, provided such persons have satisfactorily completed six semester hours of prescribed work.

The specialized courses in the curriculum are as follows:

1. *Psychology of exceptional children*.—Study of heredity, variations in bodily mechanisms, family and environmental influences, native intelligence and emotional traits as factors contributing to deviation from the normal. Study of case histories. Emphasis upon subnormal children, with some attention to the supernormal. (R; S)
2. *Organization and management of special classes*.—Place of the special class in the school system; laws governing its establishment; objectives; principles of instruction. (R; S)
3. *Woodwork for special-class teachers*.—Common woodworking tools, tool processes, materials, and suitable projects. Demonstrations. (R; S)
4. *Special methods in handwork*.—Includes work in basketry, weaving, chair caning, leather work, toy making, and other suitable activities. (R; S)
5. *Mental and social adjustments*.—Indications of lack of adjustment in children; remedial measures. Study of concrete cases. (R; S)
6. *Observation and practice teaching*. (R; S)

STATE TEACHERS COLLEGE, BUFFALO

The New York State department of education, in cooperation with State Teachers College at Buffalo, offers a group of courses during the summer session in the education of certain types of physically handicapped children. These courses are as follows:

1. *The teaching of sight-saving classes*.—Considers the problems of organizing and administering sight-saving classes and of adapting the regular curriculum to the needs of children suffering with seriously defective but useful vision. Observation in a demonstration class and clinical work with a sight saving class are provided.
2. *The teaching of hard-of-hearing children*.—Considers the organization and administration of classes for children with seriously defective hearing. Conferences, demonstrations, and clinical work.
3. *The teaching of crippled children's classes*.—Considers the problems of proper education for children with serious crippling defects. Clinical work in the Crippled Children's School in Buffalo is an essential part of the course.

SYRACUSE STATE SCHOOL, SYRACUSE

This is one of the New York State schools for the feeble-minded. During the summer it offers courses in cooperation with Syracuse University for the preparation of teachers of *subnormal* children. For description of courses, see Syracuse University.

SYRACUSE UNIVERSITY, SYRACUSE

The college is affiliated with the State school for mental defectives located in the city of Syracuse, for the purpose of training special

teachers of *mentally subnormal* children. Classes in the State school are used for directed observation and practice.

1. *Courses in the education of subnormal children:*

- (a) Psychology of the mentally handicapped child.—Frequency of mental deficiency; causes; social significance; types of mental defectives; educational possibilities. (S)
- (b) Methods of teaching special-class children. (S)
- (c) Methods of teaching industrial arts to special-class children. (S)
- (d) Industrial arts techniques for teachers of special classes. (S)
- (e) Observation, participation, and practice in teaching special-class children. (S)

2. *Courses on behavior problems:*

- (a) Personality adjustments in the classroom.—Causes of behavior problems; methods of approach and adjustment; preventive measures. (S)
- (b) Mental hygiene.—Psychiatric study of the child and his environment; diagnosis; prognosis; and remedial measures. (R; S)
- (c) Juvenile delinquency.—Special emphasis on problems that confront the teacher. (R; S)

3. *Speech reeducation and speech hygiene.*—Principles of the correction of speech defects. Underlying and contributing causes; diagnosis; preventive measures. (R; S)

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK

The following diplomas are offered in the field of special education:

1. Teacher in Special Classes, awarded with any degree. Prerequisites include the background of normal school training and successful teaching experience. In the case of students whose previous experience has not included teaching in special classes, the degree may be conferred, but the diploma will be withheld until after one or more years of satisfactory teaching in special classes.
2. Supervisor of Special Classes, awarded only with an advanced degree. Prerequisites include the background of normal school training and successful teaching experience in special classes.
3. Teacher of Speech Education, awarded only with an advanced degree to students with experience satisfactory to the advisers.
4. Supervisor of Speech Correction, awarded only in connection with an advanced degree to students with experience satisfactory to the advisers.

The courses offered include the following:

1. *Psychology of exceptional children.*—A scientific account of the feeble-minded, nervous, psychopathic, delinquents, and children having specialized defects. (R)
2. *Courses in the education of subnormal children:*
 - (a) Teaching in special classes.—Modifications of method and subject matter needed by types of children found in special classes. (R; S)
 - (b) Units and projects for subnormal children. (S)
 - (c) Demonstration class for mentally retarded children. (S)
 - (d) Field work with special classes.—Observation, experimentation, and teaching. (R)

- (e) Administration of special classes.—Present tendencies and practices in the field of class management. (R)
3. *Psychology of exceptional (bright) children*.—Scientific account of fortunate variants, the generally and specially gifted, with reference to their psychology and education. (R; S)
4. *Courses in mental hygiene and behavior problems*:
- (a) Mental hygiene in the public schools.—Intimate study of the behavior disorders of the individual in the preschool, elementary school, high school, and college. Methods of case study; recommendations for readjustment. (R; S)
- (b) Psychiatric case studies.—Study of children who present problems of adjustment in the home or school. (R)
5. *Courses in clinical psychology*:
- (a) Clinical psychology.—Case taking and participation in clinical work at the psychological clinic. (R)
- (b) Training course in clinical psychology.—Supervised examination of cases presenting various types of problems, primarily within the psychopathic group. Designed for those interested in specializing in clinical psychology or some closely allied field. (R)
- (c) Major professional course for psychological counselors and clinical psychologists in education. (R)
6. *Sight-saving classes*.—Organization and administration of sight-saving classes; methods of teaching; anatomy, physiology, and hygiene of the eye. Observation and clinical work. Course given in cooperation with the National Society for the Prevention of Blindness. (R; S)
7. *Courses in the education of the deaf and hard-of-hearing*:
- (a) Psychology, mental testing; physical traits of the deafened; prevention of deafness. (R)
- (b) Speech training and correction for the deafened. (R)
- (c) Vocational guidance for the deafened. (R)
- (d) Methods of teaching lip reading. (R; S)
8. *Courses in speech correction*:
- (a) Speech correction.—Diagnosis and treatment of such speech disorders as lisping, stuttering, speechlessness, spastic speech and voice inadequateness. Demonstration. (R; S)
- (b) Speech correction clinic.—Supervised observation and practice teaching. (R)
9. *Methods of teaching fresh-air classes*.—Administration, educational method, and problems of fresh-air classes in public schools. (R; S)

OHIO

MIAMI UNIVERSITY, OXFORD

The university offers a 4-year curriculum in special education, including the following courses:

1. *General courses*:

- (a) The exceptional child.—Consideration of gifted children, delinquents, speech defectives, the blind, deaf, and crippled. Psychology of the exceptional child as a basis for educational classification and treatment. (R; S)
- (b) Handicapped children.—Classification of subnormal children; special and ungraded classes; classes for the physically handicapped; needed educational and social provisions. (R; S)

2. *Courses in the education of subnormal children:*
 - (a) Special method in special education. (R; S)
 - (b) Industrial arts for handicapped children. (R; S)
 - (c) Observation and practice teaching. (R; S)
3. *Mental and social maladjustments of school children.*—Early manifestations of maladjustments and the importance of healthy emotional and social habits. Mental hygiene methods. (R; S)
4. *Courses in clinical psychology:*
 - (a) Clinical and abnormal psychology.—Clinical methods used with mentally, educationally, and morally handicapped children. (R; S)
 - (b) Psychoclinic practicum.—Laboratory work; case histories; field work. (R; S)
5. *Speech correction practicum.*—Examination, diagnosis, and practical treatment of various types of speech defectives. (R; S)

OHIO STATE UNIVERSITY, COLUMBUS

A bureau of special education promotes the education of all types of exceptional children (the handicapped and the gifted) through field service, teacher training, and research. Specialized curricula are offered for those who wish to prepare to teach the *mentally retarded, behavior problem children, or the defective in speech.*

1. *General courses:*
 - (a) The exceptional child.—Individual differences among children with respect to mental, physical, and social traits. The social and pedagogical significance of talent and defect. Consideration of gifted children, special abilities and disabilities, blindness, deafness, speech defect, and minor behavior problems. (R; S)
 - (b) Administration of special education.—History and development of special schools and classes; types defined; place in education; State encouragement and regulations; types of control; buildings and equipment; teacher training; curriculum; etc. (R; S)
2. *Courses in the education of subnormal children:*
 - (a) The mentally deficient child.—The variety and grades of mental deficiency, including the backward child of the schools and the distinctly feeble-minded. Consideration of mental deficiency and defect for purposes of educational treatment and social disposition. (R; S)
 - (b) Principles and methods of teaching the mentally retarded. Opportunity for observation in the demonstration class. (R; S)
 - (c) Organization and administration of the education of the mentally retarded. (R; S)
 - (d) Supervised teaching in special classes. (R)
3. *Courses on behavior problems:*
 - (a) Psychology of the delinquent child.—The meaning and significance of delinquency; its psychological basis; causes and prevention. Relation of delinquency to the home, the school, and the courts. (R; S)
 - (b) Principles and methods of teaching behavior problem children. (R; S)
 - (c) Organization and administration of the education of behavior problem children. (R; S)
 - (d) Supervised teaching in special classes for behavior problem children. (R)

4. *Courses in clinical psychology:*

(a) Psychological clinic.—Case taking, clinical diagnosis, and participation in the regular work of the psychological clinic conducted by the department of psychology. (R; S)

(b) Advanced psychological clinic.—Applied clinical diagnosis and service. (R; S)

5. *Work with the deaf and hard-of-hearing.*—Problems of auricular and visual interpretation of speech. Psychology of the individual. Training in lip reading. (R)

6. *Courses in speech correction:*

(a) Technique of speech correction in elementary schools.—Practice in diagnosis and correction of the more common speech defects among public-school children. (R; S)

(b) Correction of stammering and stuttering.—Various theories advanced as to cause of the impediment. Case taking; general prognosis. (R)

(c) Organization and administration of speech correction in the public schools. (R; S)

(d) Supervised teaching in special classes for speech defectives. (R)

OHIO UNIVERSITY, ATHENS

A unit of the university training school is equipped for the special education of exceptional children. A group of from 12 to 16 children, carefully selected from the schools of Athens, serve as an observation and practice school for students who wish to specialize in this field. Opportunity is also afforded for individual diagnosis of problem children, including the study of home conditions, history taking, physical conditions, and mental diagnosis of special abilities and disabilities.

The university offers (1) a 4-year course leading to the degree of bachelor of science in education, with a major in special education; (2) a 2-year course leading to a diploma in the teaching of exceptional children. Specialized courses offered are as follows:

1. *Psychology of individual differences.*—Study of children who vary considerably from the normal, including the blind, deaf, feeble-minded, psychopathic, delinquent, as well as the gifted. Clinical demonstrations. (R)

2. *Courses in the education of subnormal children:*

(a) Theory of mental deficiency.—Historical survey of the development of special education and an analysis of the psychological and social problems involved. (R)

(b) Curriculum and methods for special classes. (R)

(c) Organization and management of special education. (R)

(d) Special education student teaching. (R)

(e). Clinical teaching.—The student uses the classes of exceptional children as a laboratory in which a study is made of abilities and disabilities of children. (R)

(f) Research and experimentation in special education. (R)

STATE SCHOOL FOR THE DEAF, COLUMBUS

This school offers a 1-year course in the teaching of the deaf. Entrance requirements are college graduation with a bachelor's degree in education. The curriculum includes:

1. *Speech for deaf children.*
2. *Speech reading.*
3. *Teaching methods.*
4. *Language.*
5. *History of education of deaf.*
6. *Visible speech.*
7. *Observation and practice teaching.*

WESTERN RESERVE UNIVERSITY, CLEVELAND

1. *Subnormal children.*—Classification; causes; prevalence; educational provisions and needs. (R)
2. *Courses on behavior problems:*
 - (a) The problem child in school.—Case material drawn from the experience of visiting teachers. Causative factors; adjustment. (R; S)
 - (b) Behavior problems in school children.—Common types of disturbing behavior in the classroom; analysis of personality and environmental factors. (R)
 - (c) Psychopathology of the unadjusted school child.—Principles of successful adaptation to varying life situations. (S)
 - (d) Behavior problems in childhood.—Case studies illustrating the interdependence of body, intelligence, environment, and emotions on the behavior of children. (R)
 - (e) Behavior problems in adolescence.—A continuation of the course, "Behavior problems in childhood," emphasizing the problems attending the emotional development of the adolescent. (R)
3. *Speech correction.*—Recognition and treatment of all types of speech defects found in children. Stuttering, lisping, nasality, delayed speech, oral inactivity. Clinical demonstrations. (S)

WILSON SCHOOLS, DAYTON

This is a private institution for exceptional children, with particular emphasis upon speech disorders. A summer course is maintained for the preparation of teachers in special education, particularly of speech defectives.

PENNSYLVANIA

GENEVA COLLEGE, BEAVER FALLS

1. *Abnormal child psychology.*—Psychology of psychopathic, retarded, and mentally defective children. Educational needs. (R)
2. *Courses in the education of subnormal children:*
 - (a) Special methods in development classes. Adaptations of teaching methods necessary in dealing with the subnormal child. Practice teaching. (S)

- (b) Industrial arts for development classes.—Projects in raffia work, book-binding, clay modeling, and other activities suitable for the special class child. (S)
- 3. *Clinical psychology*.—Individual diagnosis of normal and abnormal children. (S)
- 4. *Corrective-speech work*.—Nature of speech defects, causes, classification, and methods to be employed in correction. Practice training. (S)

PENNSYLVANIA STATE COLLEGE, STATE COLLEGE

- 1. *Education of exceptional children*.—Consideration of problems involved in the education of the subnormal, the gifted, the behavior problem, and the physically handicapped. An introductory course in the field of special education. (S)
- 2. *Special education*.—Pedagogy of the subnormal child; care and school adjustment; educational provisions. Demonstration of handwork; correlation with academic subjects. (S)
- 3. *Clinical psychology*.—The clinical method as an approach to the interpretation of normal and abnormal behavior of children and adults. Examination, classification, prognosis, and remedial measures. (R; S)
- 4. *Methods in corrective speech*.—Mental and physical aspects of speech disturbance. Causes, symptoms, and nature of disorders. Diagnosis and corrective treatment. (S)

TEMPLE UNIVERSITY, PHILADELPHIA

- 1. *Mental development and mental pathology*.—Study of the subnormal child; psychological and educational factors. (R)
- 2. *The atypical child (gifted)*.—Psychology and education of the superior child. Detection, health, heredity, hygiene, and other characteristics. Educational provisions. (S)
- 3. *Courses on behavior problems and mental hygiene*:
 - (a) Mental health of the school child.—Interaction of the psychological and environmental factors determining the well-being of the school child. Special reference to the origin, development, treatment, and prevention of variant behavior problems of children. (S)
 - (b) Juvenile delinquency.—Hereditary and social factors which underlie juvenile offenses; remedial and preventive measures. (R)
- 4. *Elementary psychological clinic*.—Diagnosis of superior, inferior, and normal children. Study of causes of mental retardation. (S)
- 5. *Fundamental course in correction of speech defects*.—Daily clinical work, practical demonstrations, and lectures. Consideration of stammering, lisping, defective phonation, nasality, cleft palate, and other defects. (S)

UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA

- 1. *General courses*:
 - (a) The exceptional child.—General consideration of various types of exceptional children. (R)
 - (b) Orthogenic methods.—Clinical teaching of children having mental defects and speech defects as well as those of superior intellect. (R; S)
 - (c) Observation of methods and technique in special classes of mixed types. (S)

2. Courses in education of subnormal children:

- (a) Orthogenic practice.—Course of lectures presenting the educational and disciplinary problems of children in special classes. (S)
- (b) Training for special class teachers.—Principles, methods, and devices suitable for special-class instruction. A special class will be conducted daily. (S)
- (c) Manual training.—Planned to show range of material, purpose, and correlation with other subjects. Demonstrations with children. (S)

3. Courses in clinical psychology:

- (a) Psychological clinic A.—Normal and exceptional children; methods of diagnosis; orthogenic treatment and mental hygiene. (R; S)
- (b) Psychological clinic B.—More intensive clinical practice. (R; S)

4. Orthogenic methods A.—Clinical teaching of children with defects of speech. An advanced course. (R)**UNIVERSITY OF PITTSBURGH, PITTSBURGH****1. Subnormal and superior children.—Causes of amentia; teaching of the subnormal child; social and vocational adjustment; the superior child and his adjustments. (R)****2. Courses on behavior problems and mental hygiene:**

- (a) Teacher-pupil adjustment.—Problems of children's behavior and teachers' reactions. Case studies. (R)
- (b) Psychology in relation to medical disorders of childhood.—Psychological and mental hygiene aspects of the child from the viewpoint of the pediatrician. (R)
- (c) Psychology in relation to psychiatry.—Essential facts in psychiatry that bear upon the field of clinical psychology. (R)

WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF, EDGEWOOD, PITTSBURGH

This is a State school which offers a 1-year training course, with an entrance requirement of two years of college work or of normal-school preparation. The class is conducted primarily for the purpose of supplying this school itself with teachers, though teachers are also recommended for positions elsewhere. The courses offered are recognized by the University of Pittsburgh for undergraduate credit. The content of the course of study includes the following:

1. *Preparatory sense training.*
2. *Phonetics or speech training.*—Vowel and consonant charts, positions for elementary sounds, formation and development of sounds.
3. *Voice development and placing.*
4. *Speech reading.*
5. *Residual hearing.*—Measurement and training.
6. *Language of the deaf child.*—Elementary vocabulary, sentence construction, stories for speech reading and for thought reading.
7. *Methods employed in the teaching of elementary geography, arithmetic, reading, and other subjects.*
8. *Daily programs for different grades.*
9. *Religious instruction.*
10. *Curriculum making.*

11. *History of the education of the deaf.*
12. *Problems of organization and administration.*
13. *Speech reading for adults.*
14. *Observation and practice in teaching.*

SOUTH DAKOTA

STATE SCHOOL FOR THE DEAF, SIOUX FALLS

This school offers two years of normal training. Entrance requirements are two years of normal school training or two years of college credit. The curriculum includes the following required courses:

1. *Formation and development of English sounds.*
2. *Review and study of English grammar.*
3. *Methods of teaching language to the deaf.*
4. *Development of sense training.*
5. *History of the education of the deaf.*
6. *Observation and practice teaching.*

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE

1. *Adjustment of the school to the child.*—General course including consideration of different types of maladjusted children—mentally, physically, socially, and emotionally. (R; S)
2. *The gifted child.*—Nature of genius; present-day experimental work; methods of research. (To be given 1932-33)
3. *The delinquent child.*—Study of the so-called "problem child" in school and the social delinquent. Prevention and treatment case work. (To be given 1932-33.)
4. *Psychological clinic.*—Theory and practice. Clinical methods; diagnosis; applications in practical situations. (R)
5. *Courses in the education of the blind and near-blind.* (S)
 - (a) General lecture course on problems involved.
 - (b) Braille shorthand.
 - (c) Problems and methods on kindergarten, primary, and high school levels.
 - (d) Manual training.
 - (e) Physical education in schools for the blind.
 - (f) Music in schools for the blind.
 - (g) General health course.
 - (h) General and specific problems in schools for the blind.

UTAH

UNIVERSITY OF UTAH, SALT LAKE CITY

1. *Courses on behavior problems and mental hygiene:*
 - (a) Mental hygiene.—Formulation of established principles of mental health. Development of mental hygiene guidance and instruction in the schools. (R)
 - (b) Clinical psychology.—Treatment of behavior problems from a psychological point of view. (R)

- (c) **Juvenile delinquency.**—Causes and treatment of juvenile delinquency with special reference to modern methods of dealing with the problem. (R; S)

2. *Courses in speech correction:*

- (a) **Elementary speech correction.**—Differential diagnosis of speech disorders. Case histories. (R)
- (b) **Speech correction clinic.**—Treatment of speech disorders. Technique of case history taking. Practice with cases. (R)

WISCONSIN

STATE TEACHERS COLLEGE, MILWAUKEE

A division of education of exceptional children has been established, including education of the *deaf*, the *subnormal*, and of *speech defectives*. A 3-year curriculum leads to a diploma in the teaching of the deaf or the subnormal; and a 4-year curriculum leads to a diploma and the degree of bachelor of education for teachers of any of the three types of exceptional children specified.

The courses in these curricula include the following:

1. *General courses:*

- (a) **Psychology of exceptional children.**—Problems concerning the mentally deficient, the physically handicapped, the mentally gifted, and those with special disabilities. (R; S)
- (b) **Education of exceptional children.**—General survey, including all types of physically and mentally handicapped, as well as gifted individuals. (R)

2. *Courses in the education of subnormal children:*

- (a) **Education of the mentally handicapped.**—Objectives and modern teaching procedure with mentally handicapped children. Demonstration class. (R; S)
- (b) **Student teaching with the mentally handicapped.**—Observation and practice. (R)

3. *Courses in the education of the deaf:*

- (a) **Physiology of the organs of speech.**—Anatomy, function and hygiene of the organs of speech and hearing with special reference to the conditions of deafness, and as a basis for the work in speech development. (R)
- (b) **Education of the deaf.**—Aims and techniques. Formation and development of elementary English sounds; acoustics; rhythm; language. (R)
- (c) **Social studies of the deaf.**—Social and economic conditions among the deaf; significant trends in their education. (R)
- (d) **Student teaching with the deaf.**—Observation and teaching in all grades. (R)

4. *Courses in speech correction:*

- (a) **Speech correction.**—Theory and treatment of speech defects. Mental attitudes, personality, and behavior as related to speech disorders. Observation in diagnosis and correction. (R; S)
- (b) **Advanced speech correction.**—Classification, diagnosis, and treatment of functional and organic speech disorders. (R)

UNIVERSITY OF WISCONSIN, MADISON

1. *General courses:*

- (a) *Psychology of exceptional children.*—Characteristics and diagnosis of three general types of pupils: (1) Mental deviates; (2) the unstable, nervous, and delinquent; (3) the blind, deaf, crippled, and undernourished. (S)
- (b) *Education of exceptional children.*—Types of education suited to pupils who do not profit to best advantage from the usual methods of instruction. Classification, courses of study, methods of instruction, equipment, supplies, and teacher training. (S)

2. *Courses in speech correction:*

- (a) *Correction of speech disorders.*—Functional and organic disorders of speech; causes, diagnosis, and treatment. (R; S)
- (b) *Speech pathology.* Analysis of speech disorders and underlying factors. (R; S)
- (c) *Advanced correction of speech disorders.*—Methods of case study and treatment of both organic and functional disorders. (R; S)

WYOMING

UNIVERSITY OF WYOMING, LARAMIE

The university offers two courses to prepare teachers to teach exceptional children: A 4-year course leading to the bachelor of arts degree and a 2-year course for the diploma of the State normal school. These curricula also meet the requirements of the State department of education for certification of special class teachers.

- 1. *Psychology of exceptional children.*—Causation, classification, treatment, and prevention of feeble-mindedness; psychology of other types of exceptional children including the gifted. (S)
- 2. *Courses in the education of subnormal children:*
 - (a) *Methods of teaching in special classes.*—Special methods in reading, spelling, arithmetic, language, and industrial work, suited to the needs of mentally handicapped children. (S)
 - (b) *Organization and management of special classes.*—Aims, adaptation of methods, discipline, records, and aftercare. Observation in the demonstration class. (R)
- 3. *Courses on behavior problems:*
 - (a) *The problem child in school.*—Cases taken from experience of visiting teachers in practical school situations. (S)
 - (b) *Seminar on the problem child in school based on the study of case histories.*—Intensive study of case histories of individual children referred by the school to the visiting teacher. (S)
- 4. *Speech defects and their correction.*—Study of etiological, anatomical, physiological, and psychological factors involved. Methods of diagnosis and treatment. (S)

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